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# THE COMPARISON ON STUDENTS' SPEAKING ABILITY BETWEEN ENGLISH CLUB MEMBER AND NON-ENGLISH CLUB MEMBER OF THE SECOND YEAR AT STATE SENIOR HIGH SCHOOL 5 TAPUNG

Thesis

Submitted as Partial Fulfillment of the Requirements  
for Getting Undergraduate Degree in English Education  
(S.Pd.)



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## SUPERVISOR APPROVAL

The thesis entitled *The Comparison on Students' Speaking Ability Between English Club Member and Non-English Club Member Of The Second Year At State Senior High School 5 Tapung* is written by Miftahul Jannah, SIN. 11414203024. It has been accepted and approved to be examined in the final examination by the examination committee of undergraduate degree in the Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau to fulfill the requirements for the Award of Undergraduate Degree ( S.Pd.) in Department of English Education.

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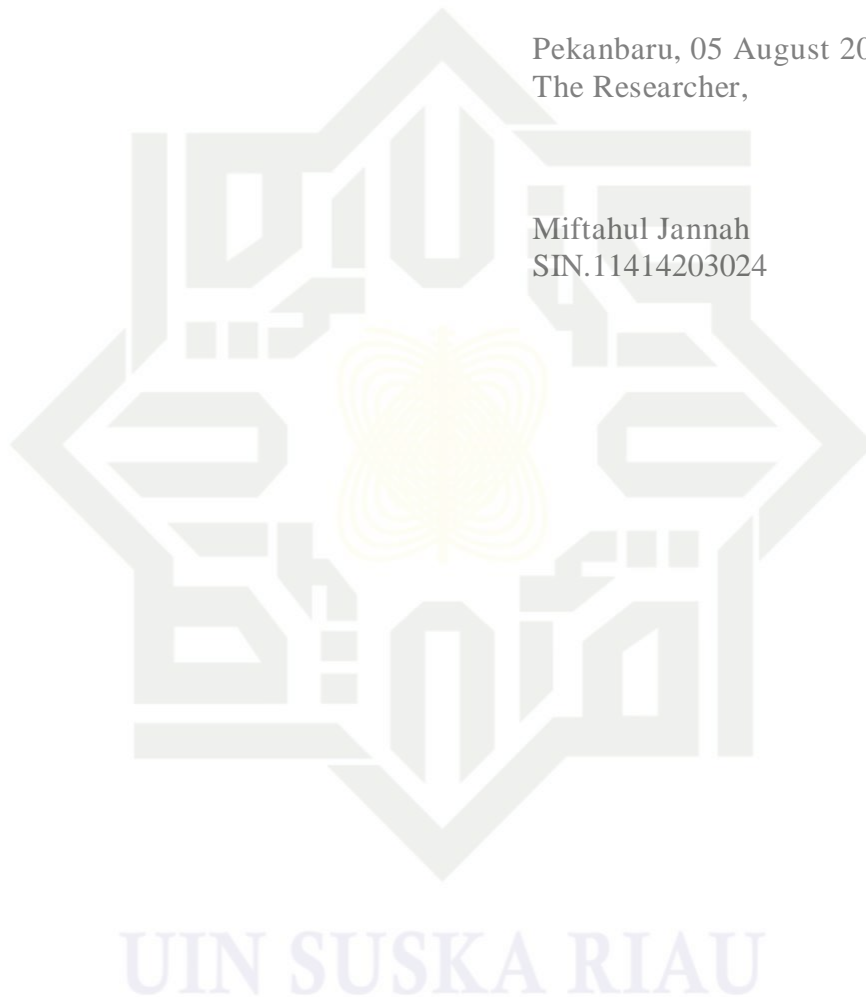
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Pekanbaru, 05 August 2021  
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## ABSTRACT

**Miftahul Jannah, (2021): The Comparison on Students' Speaking Ability Between English Club Member And Non-English Club Member At the Second Year of State Senior High School 5 TAPUNG.**

Based on the preliminary observation at State Senior High School 5 Tapung on Tuesday, July 16<sup>th</sup>, 2019, the researcher came to the XI science 1 and the researcher found that the students have different ability in speaking skill. In SMAN 5 Tapung, the researcher found that when the students who joined with the English club, they cannot speak fluently and accurately. This research was comparative research and collecting the data was using speaking test. For data analyzing the researcher used by using SPSS 20.00 and for choosing the sample the researcher used cluster Sampling and the researcher got 30 students from 82 students in the population. The result showed that the level of English club students' speaking ability is Good. And the level of Non-English club students' speaking ability is average. From independent sample shows  $t_o$  is 5,063 and  $df$  is 28. Then the significant 2-tailed is 0.000, it means that less than 0.05. It is found that there is a significant different between the English club and Non-English Club Students' Speaking Ability at the Second Year of State Senior High School 5 Tapung.

**Keywords:** English club, speaking ability.



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## ABSTRAK

### **Miftahul Jannah, (2021): Perbandingan Kemampuan Berbicara Siswa antara Anggota Klub Bahasa Inggris dan Anggota Klub Non Bahasa Inggris Kelas 2 SMA Negeri 5 TAPUNG.**

Berdasarkan observasi pendahuluan di SMA Negeri 5 Tapung pada hari selasa tanggal 16 Juli 2019 peneliti mendatangi kelas XI dan peneliti menemukan bahwa kemampuan berbicara siswa berbeda-beda. Di SMAN 5 Tapung, peneliti menemukan bahwa siswa yang tergabung dalam klub bahasa Inggris tidak dapat berbicara dengan lancar dan akurat. Penelitian ini merupakan penelitian komparatif dan pengumpulan data menggunakan tes berbicara. Analisis data menggunakan SPSS 20.00 dan pengambilan sampel menggunakan cluster Sampling dan diperoleh 30 siswa dari 82 siswa dalam populasi. Hasil penelitian menunjukkan bahwa tingkat kemampuan berbicara siswa klub Inggris adalah Baik. Dan tingkat kemampuan berbicara siswa Klub Non Bahasa Inggris rata-rata. Dari independent sample didapatkan hasil sebesar 5,063 dan df sebesar 28. Maka signifikansi 2-tailed sebesar 0,000 artinya kurang dari 0,05. Ditemukan bahwa terdapat perbedaan yang signifikan antara kemampuan berbicara siswa anggota klub bahasa inggris dan anggota klub non bahasa inggris kelas 2 SMA Negeri 5 TAPUNG.

**Kata kunci: klub bahasa Inggris, kemampuan berbicara.**

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## ملخص

مفتاح الجنة، (٢٠٢١): مقارنة مهارة كلام التلاميذ بين أعضاء مجموعة اللغة الإنجليزية وغير أعضاء مجموعة اللغة الإنجليزية للفصل الثاني بالمدرسة الثانوية الحكومية ٥ تافونج.

بناء على ملاحظة قامت بها الباحثة في المدرسة الثانوية الحكومية ٥ تافونج في يوم الثلاثاء ١٦ يوليو ٢٠١٩ في الفصل الحادي عشر لقسم العلوم الطبيعية ١ وجدت بأن مهارة كلام التلاميذ مختلفة. فوجدت بأن التلاميذ الذين هم أعضاء مجموعة اللغة الإنجليزية لا يستطيعون الكلام بالطلاقة والدقيقة. وهذا البحث هو بحث مقارني، وعملية جمع بياناته باستخدام الاختبار الشفهي. والبيانات حلت ببرنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٠٠٠ والعينة تم الحصول عليها من خلال أسلوب أخذ العينة العنقودية فعددها ٣٠ تلميذا وعدد مجتمعه ٨٢ تلميذا. ونتيجة البحث دلت على أن مستوى مهارة أعضاء مجموعة اللغة الإنجليزية جيد. وكذلك أعضاء مجموعة غير اللغة الإنجليزية. ونتيجة اختبار العينة المستقلة ٥،٠٦٣ و  $df$  بمدى ٢٨. فأهمية ٢-ذيل بمدى ٠،٠٠٠ أي لا تصل إلى ٠،٠٠٥. فاستنتج بأن هناك فرقا هاما في مهارة الكلام بين أعضاء مجموعة اللغة الإنجليزية وغير أعضاء مجموعة اللغة الإنجليزية الثاني بالمدرسة الثانوية الحكومية ٥ تافونج.



الكلمات الأساسية: مجموعة اللغة الإنجليزية، مهارة الكلام.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Speaking is one of the four basic skills in learning a foreign language besides listening, reading, and writing. Speaking is a productive skill because learners doing this need to produce the language. According to Nunan (2003), Speaking is a productive oral skill and consists of producing systematic verbal utterances to convey meaning. It explains that speaking is the way of conveying meaning in communicating which occurs in daily life. In line with the statement above, Cameron (Dedy Wahyudi, 2016, p. 3) stated that speaking is the active use of language to express meanings so that other people can make sense of them.

In foreign language teaching and learning, the ability to speak is the most essential skill since it is the basis for communication and it is the most difficult skill. English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. In this global era, many people used English as a medium of communication and it makes people who come from different countries to be easier in making interact and communication. It means that speaking is the most frequently used language skill. As Rivers (Shiamaa Abd EL Fattah Torky, 2006) argues, speaking is used twice as much as reading and writing in our communication.

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However, learning in school is not enough for acquiring English. The students need to extend their knowledge outside the regular curriculum or program courses. That is why schools prepared some activities that relate to students' interests whether it is in sport, language, or art. In today's global era many students try to extend their knowledge about English. That is why recently English Club got much attention. Some schools prepared this activity to fill the students' needs in the English language outside the classroom. English Club is expected can gather the students who have the same interest in one place. English Club is prepared to study all about the English language based on students' needs including speaking, listening, reading, and writing.

State Senior High School 5 Tapung is one of the Senior High Schools in Kampar. As one of a formal institution, this school presents the English lesson as one of the compulsory subjects. In today's global world, the importance of English can not be denied and ignored since English is the common language spoken everywhere. That is why State Senior High School 5 Tapung prepares an extracurricular activity in order to improve students' English ability especially in speaking, that is English Club. English Club is prepared for those who want to improve their English.

According to the school-based curriculum (K-13) of State Senior High School 5 Tapung, speaking is one of the skills that have to be mastered by



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students for each level. Based on the statement above, it is clear that in speaking skill the students are required to be able to produce the language orally and respond to the language appropriately.

The forefather of current sociocultural perspectives is Vygotsky (Lynn Cameron, 2001, p. 5) stated that the environment can influence intelligence. Based on the theory, the researcher assumed that when the students come to the new environment (English Club), their intelligence in English can be influenced because in English Club the students learn about English deeper than in the classroom. In line with PERMENDIKBUD RI No. 81 A 2013, extracurricular aims to develop the personality, talents, interests, and abilities of learners. It means that the extracurricular of English Club helps to develop students' English ability. According to Dadang Kurniawan (2015), English club program is a very good medium in improving students' English achievement, especially in speaking. It means that English club can influence students' speaking ability. Based on the theory, there is an assumption when the students join the English club, their speaking will be better.

Based on the preliminary observation at State Senior High School 5 Tapung on Tuesday, July 16<sup>th</sup>, 2019, the researcher came to the XI science 1 and the researcher found that the students have different abilities in speaking skill. In SMAN 5 Tapung, the researcher found that when the students who joined the English club, they cannot speak fluently and accurately. The students also said the

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students are difficult to speak, even the students understand what the teacher said. On the other hand, the students who do not join English club where are found that the students can speak English more fluently than the students who join the English club. Furthermore, the researcher interviewed the students to know how the way they practice speaking English. Some of them said that they practice in the club. But some of them practice alone. From the problem above and when the researcher interviews the teacher, the researcher can conclude that some phenomena happen in SMAN 5 Tapung as follow :

- a. Some of the students join the English club.
- b. Some of the students speak English in English club.
- c. Some of the students have lack vocabulary.
- d. Some of the students have filler words.
- e. Some of the students are not able to respond what the teacher said.
- f. Some of the students are afraid to speak.

Based on the problem described thus, the researcher is interested to compare students' speaking ability between English Club members and non-English club members into a research entitled: **“The Comparison on Students’ Speaking Ability Between English Club Member And Non-English Club Member At the Second Year of State Senior High School 5 Tapung”**.

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**B. The Problems****1. Identification of the Problem**

Based on the background above, the researcher identified some problems of this research as follows:

- a. Why do some of the students join the English club?
- b. Why do some of the students speak English in English club?
- c. Why do some of the students have lack vocabulary?
- d. Why do some of the students have filler words?
- e. Why are some of the students not able to answer what the teacher says?
- f. Why are most of the students afraid to speak?

**2. Limitation of the Problem**

Related to the identification of the problem above, many problems happened to the students. The researcher needed to limit the problems of the research to focus on the topic. In this case, the researcher only focused to compare student's speaking ability between English club members and non-English club members in eleventh grade, the researcher took the students from social and science classes who were joining English club and did not join the English club.

**3. Formulation of the Problem**

In accordance with the limitation of the problem, the researcher formulated the research problems as follows:

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- a. How is the speaking ability of the member of English Club at the second year of State Senior High School 5 Tapung?
- b. How is the speaking ability of the non-member of English Club at the second year of State Senior High School 5 Tapung?
- c. Is there any significant difference between the member and non-member of English club in their speaking ability at the second year of State Senior High School 5 Tapung?

**C. The Objectives and Significance of the Research****1. The Objectives of the Research**

The objectives of the study can be stated as follows:

- a. To identify the speaking ability of the member of English Club at the second year of State Senior High School 5 Tapung.
- b. To identify the speaking ability of the non-member of English Club at the second year of State Senior High School 5 Tapung.
- c. To find out whether there is a significant difference between the member and non-member of English club in their speaking ability at the second year of State Senior High School 5 Tapung.

**2. The Significance of the Research**

- a. Research is hopefully contributing to the researcher as a researcher in a term of learning as a novice.
- b. It will motivate students to improve their interest in learning English since they will find out that speaking, especially in the



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English class, not always difficult to learn. Their improvement of interest in learning English will help them mastering English well.

- c. To add references for other next researcher having the same problem as the researcher.

**D. The Definition of the Terms**

To avoid misunderstanding and misinterpreting in writing this proposal, it is necessary for the researcher to explain the terms used in the study. They are defined as follows:

1. Speaking ability

According to Nunan (2003), Speaking is a productive oral skill and consists of producing systematic verbal utterances to convey meaning. It explains that speaking is the way of conveying meaning in communicating which occurs in daily life.

2. English club

English club is a student-run organization which runs exciting social and cultural events, such as language forum, writing essay, creative writing, or poetry readings (Afia, 2006). The emphasis of the English club is on exposure to the English language rather than the development of a strict set of English language skills (Afia, 2006). English club means a club for people who are interested in English language practice. They gather in the club with the same goal that is to improve their English

skills. The existence of English club is very helpful for foreign language learners.

### Reason for Choosing The Title

The researcher conducted this research in accordance with:

1. The title is relevant to the researcher's status as an English student teacher.
2. The researcher found that speaking still became the most terrifying skill.

Then, the researcher found that the students still have difficulties in speaking ability.

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## CHAPTER II

### LITERATURE REVIEW

#### A. The Theoretical Concept

##### 1. The Nature of Speaking ability

###### a. The definition of speaking ability

According to Brown (2004), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Brindley (1994) defines speaking as an oral skill that is used to express a person's understanding, convey intended meaning accurately with sufficient vocabulary, use language in appropriate contexts, and interact with other speakers fluently. Some of the meanings may be able to be understood automatically while others may need to be processed first.

Lewis and Hill (1993) add that speaking is a process that covers many things in addition to the pronunciation of individual sounds. Based on the definitions above, it can be concluded that speaking is a complex cognitive skill; speakers produce not only sounds but also a set of meaningful words and body language that can be understood by listeners either explicitly or implicitly. There are some problems in speaking as mentioned by Jones (1996). According to him in speaking, learners tend to explore their ideas and expose them to others. He clarifies that the

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ability to speak is seen as the most essential communication skill since it is basic for communication and is the most difficult skill after writing. Besides, Khamkhien (2010) has proposed some factors that influence the learners' speaking ability including native language, age, experience in learning English, phonetic ability, attitude, and motivation. When it comes to the native language, the learner usually speaks the way he does in his language. Also, Khamkhien (ibid) adds that the more we practice, the easier it is to speak and formulate ideas in English. Since language learning is made successful out of habit, it is important to notice that those who have learned English for a certain length of time, conform faster and better to delivering ideas although some mistakes can generally still be found. Then, phonetic ability matters. Some learners with better phonetic ability can perform better listening which can lead to more success in speaking.

According to Nunan (2001) states that speaking is a productive aural/oral skill, it consists of systematic verbal utterances to convey meaning. Likewise, Brown (2004) argues that speaking is a productive skill that can be directly and empirically observe. It means that when people speak orally to other people, they are producing words that have meaning and the listener can respond or give feedback. In this situation,



the students must be able to have good interactions in daily activities to express their idea, opinion, and feeling.

Speaking is an important skill that students have to master because through speaking students can communicate, share information, knowledge, or idea. It is an active language use to express the meaning in order to get the response. It can be said that speaking is the activity to share ideas and feeling to get a response from the other person by spoken language. In performance, the students should confident to speak fluently. Confidence gives big contributes to success in speaking. Confidentiality in communication plays an important role in determining the students' willingness to communicate.

MacIntyre et al in Park and Lee (2004), self-confidence significantly contributes to the learners' willingness to communicate in a foreign language. In other word, students must confident to communicate with other in English to make their confidence can be better than before and they can succeed in their performance. It causes confidence is an important role in fluent and success in communication when performance. Performance can measure someone's competence in speaking. To know someone's capacity in produce language or how they do interaction can do by performance. They can show their competence to make an interaction with someone and the listener can assess their

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competence of performance. Student competence will explore directly when students explain the sentence when their produce a language.

So speaking defines as an oral skill that is used to express a person's understanding, convey intended meaning accurately with sufficient vocabulary, use language in appropriate contexts, and interact with other speakers fluently. He explains that the capacity to talk is viewed as the most fundamental correspondence expertise since it is essential for correspondence and is the most troublesome ability in the wake of composing. Speaking is an important skill that students have to master because through speaking students can communicate, share information, knowledge, or idea.

### **b. The Components of Speaking ability**

The students' performance assessment is to assess students' speaking skills. Hughes (2003) mentions the scales in assessing speaking skills based on American FSI (Foreign Service Institute) procedure, there are five-point scales in speaking performance, and those are Grammar, Vocabulary, Fluency, Comprehension, Pronunciation.

Based on the explanation of some experts about speaking skills, the researcher can explain the component of speaking in each theory as follows, There are four aspects below has a great influence on speaking skills as Hormailis (2003, p. 6), are:

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### 1) Vocabulary

Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words. (Ur in Hormailis 2003, p. 6).

### 2) Grammar

Warriner in Ramli (2003, p. 6) believes that communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words of a language to communicate comprehensible messages.

### 3) Fluency

Speaking is an activity of reproducing the words orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the skill of other components of speaking. Longman in Hormailis (2003) states that the fluency is the quality or condition of being fluent. It is skill to use the language spontaneously and confidently and without undue pauses and hesitation.

### 4) Pronunciation

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Pronunciation is the production of speech sound for communication and it is very important in communication. Kelly (2000) says that using stress and intonation inaccurately can cause a problem.

Besides that, there are five aspects of speaking skill as Pernanda (2009, p. 9) are as below:

#### 1) Grammar

Brown in Pernanda (2009) grammar is the rule by which put together meaningful as part of a language to communicate comprehensible messages.

#### 2) Vocabulary

Dash (2013) states that vocabulary skill involves word meaning recognition and guessing the meaning of unknown word structure and context.

#### 3) Pronunciation

According to Professional Development Service for Teachers (2007) pronunciation refers to the way words are said.

#### 4) Fluency

Longman in Pernanda (2009) fluency is the quality or condition of being fluent.

#### 5) Comprehension



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Longman in Pernanda (2009) understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred.

Based on the explanation of some theories above, the researcher can conclude that the component of speaking is the important one to be a reference for a good speaker. The components of speaking are grammar, vocabulary, pronunciation, fluency, and comprehension. It means that in speaking, the speaker should pay attention to the components to be a good speaker.

## B. The Nature of English Club

### a. The Definition of Extra-Curricular Activity

Extracurricular activities are usually described as activities that do not belong to the academic curriculum but are offered by an academic institution. According to Yildiz (2015), extracurricular activities are to be done in class or out of college based on the demands and convenience of extracurricular activities. Meanwhile, according to Simoncini and Caltabiono (2012), extracurricular activities are unique from unorganized and unsupervised public activities such as interacting or enjoying activities with friends. Instead, they are structured structurally and contain supervision by teachers, and under careful supervision, extracurricular activities could focus on the group, interaction,

management, and other public skill-building and beneficial growth for the members.

The supervision of extra-curricular activities enforces positive development for adolescents because it guides the students (Leung, 2003; Holt, Sehn, Spence, Newton & Ball, 2012). Additionally, according to Holt, Sehn, Spence, Newton & Ball (2012), with supervised extracurricular activities, students are guided towards appropriate behaviors and activities while being challenged to help develop competencies and confidence. Human beings learn many things by doing or experiencing. Students who excel in extracurricular activities may improve themselves in real situations. Students sometimes cannot find the opportunity to be open with teachers at college. And, language teachers know that participation in lessons is the key factor for better learning. Thus, students get disciplined and act well in real situations by joining extracurricular activities Yildiz (2016). There are different opinions of what is considered an extra-curricular activity.

A few examples of activities outside the school day may include pro-social activities such as dances, team sports, and performing arts, while in-school involvement activities may include intramurals, and academic clubs. Different levels of activity involvement and participation may positively impact future success for those who participate. Research

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also indicated that both the type of extracurricular programs and level of participation may impact the individuals' development (Eccles, 2003). According to Gardner et al. (2008), theory and research on positive youth development emphasize the transition of human development and suggest that cultivating positive, supportive relationships with people and social institutions encourages healthy development.

Therefore, extracurricular exercises are novel from disorderly and solo open exercises, for example, connecting or getting a charge out of exercises with companions. Additionally, according to Holt, Sehn, Spence, Newton & Ball (2012), with supervised extracurricular activities, students are guided towards appropriate behaviors and activities while being challenged to help develop competencies and confidence. A couple of instances of exercises outside the school day may incorporate favorable to social exercises like moves, group activities, and performing expressions, while in-school contribution exercises may incorporate intramurals, and scholastic clubs..

#### **b. The role of Extracurricular Activity toward Language Learning**

The role of extracurricular activity very strongly depended on the method employed in language teaching. In the last hundred years, hundreds of language teaching methods and approaches sprung to life(Reva, 2012). It is described below some methods that are conducive

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to an extracurricular activity. For example, in the Direct Method, language learners are exposed to ungraded foreign speech and are supposed to pick it up naturally (Pattison in Reva, 2012).

This method therefore favorably views many types of extracurricular activity including meeting native speakers or language retreats, where students have to speak a foreign language at all times. According to Bahdi (2014), the materials were specifically chosen for the lessons and the language items were first presented orally, and later in the written form; only the target language was spoken in the classroom; new language material was presented in situational context; lesson planning was emphasized, and different techniques were used to present and practice the lesson. Extracurricular activity fits well with this approach.

### c. The Definition of English Club

English club is a student-run organization which runs exciting social and cultural events, such as language forum, writing essay, creative writing, or poetry readings (Afia, 2006). The emphasis of the English club is on exposure to the English language rather than the development of a strict set of English language skills (Afia, 2006).

English club means a club for people who are interested in English language practice. They gather in the club with the same goal that is to improve their English skills. The existence of an English club is very



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helpful for foreign language learners. It is because they will have enough opportunities to use the target language in real communication continually. The language environment created by the members is encouraged to practice what they have learned about English.

There are many reasons for creating an English club. For students who lack interaction, motivation in the classroom, either because they are introverted, shy, or have a low language level, the English club might be a good solution to involve them with their friends in doing various activities and to make the weak student active. The good thing about creating an English club giving chance to students to study English with fun and it is also a place for students to improve their English. For instance, students can be given stories and books to enhance their writing skills.

They also watch documentaries, films, listen to songs and engage in discussions with their teacher; they can play games and sports to change the atmosphere and practice the language in funny ways. The English club paves the way to students to build up their personality, discover, understand and become themselves and develop their cultural competencies. It makes them aware of the national and international issues and events; so that they can be useful for themselves and for their community as well as to develop their sense of citizenship and belonging.

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In the conclusion, the emphasis of the English club is on exposure to the English language rather than the development of a strict set of English language skills. English club means a club for people who are interested in English language practice. The good thing about creating an English club giving chance to students to study English with fun and it is also a place for students to improve their English.

**d. The aims of English Club**

The program aims to help children develop a positive attitude towards the English language and to be sensitized to the sound system of the language. The aim of helping learners develop a positive attitude towards the English language is in keeping with Krashen's (1986) affective filter hypothesis. According to Krashen, learners can have a "mental block" towards a language caused by affective factors. The Tunisian program has strived to help learners avoid the mental block by engaging in fun club-style activities in English. Another aim of the program has been to help children develop pronunciation skills in English. As mentioned above, one of the real advantages to having children start learning English at an early age is that they are better equipped to develop English language pronunciation (Birdsong 1999).

With this in mind, the program features songs, poems, chants, and finger-plays that young learners sing and chant. In addition, the English

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clubs are designed to help learners become accustomed to the language so that when they begin formal instruction in middle school, they are ready. Through English clubs, learners develop an awareness of the English language sound system, classroom instructions, and basic vocabulary. This awareness is designed to facilitate the acquisition of English language skills when learners begin formal instruction.

**e. English Club in Senior High School 5 Tapung**

Base on Senior High School 5 Tapung, the English Club hold on Every Saturday Morning it is around 08.00 am. The activity is led by the tutor that is invited from out of the school. The agenda of the English club is focusing on speaking ability, where the students practice how to communicate in the English language. And the other activity is pronunciation lab, it is like learning how to pronounce the word with the correct pronunciation.

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Table II.2  
The agenda of English club based on Senior High School 5 Tapung  
English club tutor from July until September 2020

No	English club activity	July 2020				August 2020					September 2020			
		4	11	18	25	1	8	15	22	29	5	12	19	26
1	Conversation and Pronunciation	V	V											
2	Speech			V										
3	Debate				V	V								
4	Scrabble						V	V						
5	Storytelling							V	V					
6	English song									V	V			
7	Meeting evaluation											V	V	V

**f. The different abilities of English club members and non- English club members**

A school club or society is defined as 'an entity of people, which has a structure, a constitution, rules and regulations, and student leadership. Its members share the same aptitude, interests, and inclination to work and help to implement activities that will help them realize the aspirations and aims that have been set and agreed upon to develop each other's talents, hopes, and capabilities.' Translated from Mobin (1999). An academic club such as the ELC can be a boon in any school if it is managed and carried out in a manner that promotes the active use of language in communication.

According to Hyland (1993), most teachers realize that the best strategy to encourage communication in a classroom is to remove the



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classroom. He suggests that by creating learning situations that interest and immerse students, the constraints of the classroom are weakened and thus this encourages the development of communicative language use. Such a place can be the English Language club (ELC). To put the ELCs in perspective, a commonly asked question regarding co-curricular activities is "Can co-curricular activities help students improve academically? There is plenty of evidence to suggest it does. (Black, 2005) held that, "the students who participated in extracurricular activities have higher grades and better attendance." (Lawhorn, 2009) also confirmed that students tend to do better academically in school when they participated in after-school activities.

In a study by Grafford (2004), it was found that there was a positive correlation between extracurricular activities, G.P.A., and Self-esteem. So too, did Chambers, & Schreiber(2004)who found that in-school academic organized activities were positively and significantly related to achievement. They found that adolescents who participated in academic clubs, enjoyed school more, had higher than expected high school GPAs, and were more likely to be enrolled in college than their non-involved peers. Eccles ( 2003 ) also reported clear evidence that participation in extracurricular activities during the high school years

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provided a protective context in terms of involvement in risky behaviors and a promotive context in terms of academic performance.

ELC's are academic clubs carried out during the students' co-curricular activities. The ELC's give students the chance to participate in language activities outside the classrooms. During club meetings, students can enjoy games or participate in activities that are not possible in the classrooms. Here, students also learn to work in groups. This can work as a form of preparation for the students to face the real world. During group work, they learn to communicate with students of different races and temperaments. This is the reality which the students will have to face when they go into college or when they start working. Having to work closely with others may not be easy to some but it is a skill that students can develop through the ELCs because at university or college, working as part of a group, making group presentations, and submitting a group report may become an everyday experience (Payne & Whittaker, 2000).

The ELC's, if properly structured and built into a supportive environment, can be conducive at the physical, mental, and social levels because as Mitchell & Myles(1998)postulates, learners are seen as 'active constructors' of their learning environment. Many other researchers and academics (Kristmanson, 2000; Lantolf & Appel, 1994; Larson-Freemon,

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1991) speak of language learning needing a dynamic environment to enable it so that optimum learning can take place. In fact, most language learning methods (Suggestopedia, Total Physical Response, and community counseling) point to the fact that the most constructive learning takes place in situations that are non-threatening, stress-free and relaxed. In an observation by Kristmanson (2000), her students made the following comments to illustrate the point. x "If you are in a good atmosphere... you always learn something." x "When everyone is having fun, I find that you have a really positive attitude and I find they talk more. We can make fun of each other, and laugh and learn from it rather than feel embarrassed...When we are laughing, we're learning." "I find that a relaxed atmosphere is more conducive...to my learning..." The role of environment in language learning has been explored by many researchers.

Chang & Shu(2008)In Wen-chi & Pin-hsiang (2008)confirmed that there was a positive relationship between the learning environment and student motivation. They stated the following four guiding principles to define an excellent learning environment. They said that a good learning environment should help to improve the learning outcome; provide the learner with care and support; inspire and boost the learning spirit and cultivate responsibility in the learner. Loi & Dillon (2006) said

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that all learning begins with making meaning. This is something that ELCs can provide because all its activities are aimed at engaging students to be active in the club. The question then arises is what are the characteristics of a good and supportive language learning environment such as the ELC? Wen-chi, & Pin-hsiang (2008) describe Smith, Neisworth, and Greer's (1978) description of the learning environment as having several particular dimensions. Some of them include The Physical environment - which refers to space or venue where the activities take place; The Instructional arrangements – which refers to the content and approaches including the materials and media used; The Social situation – which points to the teacher-advisor-student, student-student interactions, and group dynamics. The Supportive services - would include help from the school authorities and external sources like the parents and the Education Departments. Nevertheless, building an active environment will require a good deal of preparation and heaps of patience (Nash, 2009). This paper aims to look at an instructional framework for the ELCs.

Based on the discussion above, students who participated in extracurricular activities have higher grades and better attendance. The students tend to do better academically in school when they participated in after-school activities. Many other researchers and academics



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(Kristmanson, 2000; Lantolf & Appel, 1994; Larson-Freemon, 1991) speak of language learning needing a dynamic environment to enable it so that optimum learning can take place. They said that a good learning environment should help to improve the learning outcome; provide the learner with care and support; inspire and boost the learning spirit and cultivate responsibility in the learner.

### **The Relevance of the Research**

1. Sabgini (2017) had conducted the research about A Study On the English Club At International Language Forum (ILF) As Extracurricular Activity In Language Learning At University Of Muhammadiyah Malang and stated that students find English club as one of the several ways in improving their English, especially in spoken form. They use English club as their media to improve their English. The aim of this study is to investigate kinds of activities or programs at the International Language Forum (ILF) as an extracurricular activity in language learning at the University of Muhammadiyah Malang and the benefits of joining the club for the students.

This study employed both qualitative and quantitative research method. Data were collected using questionnaires and interviews. The result of the study reveals that there are four programs organized by ILF; they are “NEO” (Newbie Early Orientation), “Debating Class”, “Sharing Culture” or open discussion, and English Fiesta or debate competition. The main activity



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on the club focused on debating class. Those activities help students to practice their English often outside the classroom. The finding also showed that there are some benefits for the students by joining English club; they are to improve their speaking ability, enrich students' vocabulary, improve students' pronunciation, and the last is improving students' critical thinking. The findings indicated that joining an extracurricular activity or English club helped students improving their language learning.

2. Khorsheed and et al (2019) conducted the research about Effects of Creating an English Language Club on Intermediate Learners' Attitudes and Linguistic Achievement and stated this paper discusses the efforts of a group of ELT instructors at a private Syrian university, Arab International University (AIU), to modify students' attitudes towards general English remedial courses at the Foreign Languages Center (FLC) of the university. After analyzing the results of a questionnaire distributed to clarify the students' linguistic needs and assess their motivation, it was concluded that most students preferred interactive language exercises to theoretical textbook activities. Thus, the instructors have resorted to practical methods embodied in establishing an English language club that seeks to fulfill students' needs. The club focused on two motivational activities: reading tabloids and making documentary short films.

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Consequently, regular weekly sessions were organized to hold these activities. All in all, students' attitudes were greatly enhanced and have become more positive. It was also noted that the students have become self-motivated to the extent of generating new and original ideas that will enrich the English language club at AIU. Furthermore, the students were able to achieve remarkable enhancement on their linguistic skills especially those of reading, writing, and speaking in addition to acquiring and improving other personal skills e.g. teamwork, organizing and planning projects, and communicating ideas via oral presentations.

### C. The Operational Concept

The operational concept is the concept to explain theoretical framework in order to avoid misunderstanding and misinterpretation towards the research. There is one variable used in this research, the variable  $X_1$  is the students' English Club member, and  $X_2$  is the students' non- English Club member. Then, the variable  $Y$  is the Speaking ability. There are four aspects below has a great influence on speaking skill as Hormaililis (2003, p.6), they are:

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member. Then, the variable Y is the Speaking ability. There are four aspects below has a great influence on speaking skill as Hormailis (2003, p. 6), they are:

1. The students' ability to produce acceptable pronunciation.
2. The students' ability to use grammar correctly.
3. The students' ability to use proper words of vocabulary.
4. The students' ability to speak fluently.

The content of measurement is in the table of the rubric scoring students' speaking ability :

SCORING RUBRIC FOR SPEAKING			
ASPECT	SCORE	DESCRIPTION	
Pronunciation	5	<input type="checkbox"/>	Easy to understand and has native speaker's accent
	4	<input type="checkbox"/>	Easy to understand with a certain accent
	3	<input type="checkbox"/>	There are some problems in pronunciation made listener should more concentration and sometimes there is a misunderstanding
	2	<input type="checkbox"/>	Difficult to understand because there is a problem in pronunciation, asked to repeat
	1	<input type="checkbox"/>	The serious pronunciation so can not be understood

ASPECT	SCORE	DESCRIPTION	
Grammar	5	<input type="checkbox"/>	There is no or little mistake in grammar
	4	<input type="checkbox"/>	Sometimes makes the mistake in grammar, but it does not influence the meaning
	3	<input type="checkbox"/>	Often makes the mistake in the grammar and it influences the meaning
	2	<input type="checkbox"/>	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence
	1	<input type="checkbox"/>	The grammar mistake is so bad so it is

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				difficult to understand
--	--	--	--	-------------------------

		ASPECT	SCORE	DESCRIPTION	
		Vocabulary	5	<input type="checkbox"/>	Using vocabulary and expression like a native speaker
			4	<input type="checkbox"/>	Sometimes using vocabulary which is not appropriate
			3	<input type="checkbox"/>	using vocabulary which is not appropriate, the conversation becomes limited because the vocabulary is limited
			2	<input type="checkbox"/>	Using the wrong vocabulary and it is limited so it is difficult to understand
			1	<input type="checkbox"/>	vocabulary is so limited so conversation impossible to occur

		ASPECT	SCORE	DESCRIPTION	
		Fluency	5	<input type="checkbox"/>	Speech is smooth as a native speaker's.
			4	<input type="checkbox"/>	The fluency is disturbed by the language problem
			3	<input type="checkbox"/>	The fluency is disturbed more by the language problem
			2	<input type="checkbox"/>	Speech is frequently hesitant and jerky; sentences may be left uncompleted
			1	<input type="checkbox"/>	Speech is so halting and fragmentary that conversation is virtually impossible.



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## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Design

This research used comparison research with a quantitative approach. According to Hartono (2011, p.177) comparison research is comparing between two or more variables to know the differentiation. A comparative study is a kind of method that analyzes phenomena and then puts them together to find the points of differentiation and similarity (MokhtarianPour, 2016). A comparative perspective exposes weaknesses in research design and helps a researcher improve the quality of research. The focus of comparative research is on similarities and differences between units (Holt & Turner, 1970).

Comparative analysis means describing and explaining the similarities and differences of situations or consequences among large-scale social units such as regions, nations, societies, and cultures. This definition reflects traditions such as cross-cultural analysis in anthropology, cross-societal analysis in sociology, cross-national analysis in political science, comparative historical analysis in history, and psychological analysis (Smelser, 1973). Comparative research or analysis is a broad term that includes both quantitative and qualitative comparison. Social entities may be based on many lines, such as geographical or political ones in the form of cross-national or regional comparisons (Mills et al, 2006). To compare the variable should be paid attention to the variables that will be compared.



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This research consist of two variables. The researcher will compare students' speaking ability as variable Y between English Club members as variable X1 and non-English club members as variable X2. The data was analyzed by using the statistical analysis. In this study, the suitable statistic is T-Test. This technique uses for the sample that is related. It takes from scores of the sample that get from the same subjects and same characters. Therefore, the Researcher compared students' speaking ability between English Club members (X1) and Non-English Club members (X2) So, the formula of T-Test as follows:

$$t_o = \frac{d - \mu}{\frac{s\alpha}{\sqrt{n}}}$$

Descriptions:

$t_o$  = T-Test

$d$  = deviation

$s\alpha$  = standard deviation

$n$  = number of data

## B. Time and Location of the Research

This research was conducted in February-April 2020. It took place at State Senior High School 5 Tapung where is located on Karya Indah Village, Tapung.

## C. Subject and Object of the Research

### 1. The subject of The Study

The subject of this research was the second year of State Senior High School 5 Tapung

### 2. The object of The Study

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The object of this research was the comparison on students' speaking ability between English Club members and Non-member at State Senior High School 5 Tapung.

#### D. Population and Sample of the Research

##### 1. Population

The population of this research was the second-year students of State Senior High School 5 Tapung. The students were divided into 3 classes. The number of the second-year students of State at State Senior High School 5 Tapung was 82 students.

**Table III.1**

**The Population of the Second Year Students  
at State Senior High School 5 Tapung**

N o	Class	Number of students	English Club Member	Non-English Club Member
1	XI IPS 1	30	11	19
2	XI IPS 2	30	8	22
3	XI IPA 1	22	10	12
	Total	82	29	53

English teachers suggested the researcher conduct research in IPA and IPS classes. The researcher gave the test to IPA & IPS classes to see the differences between English club members and non-members in speaking.

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## 2. Sample

To keep homogeneity in the sample, the researcher chose IPA and IPS classes to be taken as the sample. The document of the English Club member stated that from the eleventh grade was 29 students. In addition, considering the large population in that school, the researcher used purposive sampling because every class has an equal chance of being selected to be the sample.

According to Etikan (2015) stated that the purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses. It is a non-random technique that does not need underlying theories or a set number of participants. Simply put, the researcher decided what needs to be known and sets out to find people who can and are willing to provide the information under knowledge or experience. Therefore, the researcher took 30 students from IPA and IPS classes. There were 15 students as members of the English club and 15 students as non-English club members for making the equality for the quantity of the sample. Therefore it made the sample equal.

## E. Technique of Collecting Data

In this research, The researcher gave the test to IPA & IPS classes to see the differences between English club members and non-members in speaking. The researcher used recorded spoken test to collect the data.

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The examination of the speaking skills consisting of pronunciation, vocabulary, grammar, and fluency. In this research, describing and explaining was the technique expected to develop and encourage students to speak as a habit through drilling treatment. Overall, the researcher used such aspects to test students' ability in speaking. In the -test, the students were asked to create a spontaneous monolog based on a given topic to measure how they can describe. They were only given 5 minutes to think about what they are going to say. They were asked to produce monolog speech and elaborate their vocabulary items with limited preparation. In this research, it was assumed that more students speak through describing activities. Considering the test, the researcher determined the required aspects to collect speaking ability measurement into the following rubric evaluation table adjusting the procedure which has been written by Hormailis (2003, p. 6).

The students were asked to speak about a topic given by the researcher with time given and preparation is about 5 minutes. The steps of the test below.

1. The researcher greeted the students and created a warm situation in the online class.
2. The researcher explained the aims for conducting the meeting for today.
3. The researcher explained what the students would do.



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4. The researcher gave the main theme for speaking is describing people or things.

5. The researcher gave 3 topics about describing people or things. They are:

- a) Describing parents.
- b) Describing school.
- c) Describing favorite place.

6. The researcher also explained that the speaking task today will not influence the students' score and also the researcher will record what they say.

7. The researcher gave time to the students to prepare about 5-10 minutes in the online class.

8. The students spoke for about 2 minutes.

9. The researcher rated the speaking by giving to the raters with speaking rubric.

After the students did their test, the data were calculated through percentage by using the criteria are as follows ( Riduwan 2002).

**Table IV.1**  
**Criteria of Interpretation Score**

Score	Criteria
0% - 20%	Poor
21% - 40%	Fair
41% - 60%	Average
61% - 80%	Good
81% - 100%	Excellent

## F. Technique of Analyzing Data

To find out whether there was a significant difference in speaking ability about student's English club members and non-member, the researcher asked

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2 raters who are capable and master in speaking ability to analyze the samples and the data were calculated through percentage by using the criteria as Riduwan, 2002. The average score from the raters was the final score of students speaking ability.

To find out whether there are differences, the researcher used a statistical method that is the independent samples t-test formula by using SPSS.16.0 version. According to Pallant (2010), an independent samples t-test is used when you want to compare the mean score, on some continuous variable, for two different groups of participants. So, the researcher used independent samples t-test because the researcher compared the mean score in two different groups; English Club Member and Non-Member based test score.

The result of the formula obtained statistically through the hypotheses below:

- a.  $H_0$ : Sig.Value > 0.05. It means that  $H_0$  has been accepted; there is no significant difference between English Club Member and Non-Member on students' speaking ability.
- b.  $H_a$ : Sig.Value < 0.05. It means that  $H_a$  has been accepted; there is a significant difference between English Club Member and Non-Member on students' speaking ability.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Research Conclusion

By referring to the data analysis in Chapter IV, the researcher depicts the conclusions as follows.

1. The total score of English club students' speaking ability at the Second Year of State Senior High School 5 Tapung is 1085, where the mean score of the test is 72.3 and the criteria are Good.
2. The total score of Non-English club students' speaking ability at the Second Year of State Senior High School 5 Tapung is 810, where the mean score of the test is 54.0 and the criteria are average.
3. From independent sample shows  $t_0$  is 5.063 and df is 28. Then the significant 2-tailed is 0.000, which means that less than 0.05. If the significant 2 tailed column is less or equal to 0.05, there is a significant difference in the mean score on your dependent variable for each test, but if the significant 2 tailed is above 0.05, there is no significant difference between the two tests. Therefore, it can be concluded that the null hypotheses ( $H_0$ ) are rejected, while the alternative hypotheses ( $H_a$ ) are accepted. It is found that there is a significant difference between the

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English club and Non-English Club Students' Speaking Ability at the Second Year of State Senior High School 5 Tapung.

**B. Suggestion**

On this occasion, the researcher suggests to those who get some benefits from this research.

1. Suggestion for English teachers:

- a. The teachers of English State Senior High School 5 Tapung should give attention to the non-English club members. In teaching speaking, the researcher suggests the teachers give more practical learning to the students.
- b. Teachers should give much more responsibility to students and focus the learning process on them. The more students responsible for their job, the more they could finish the job well because their own success would be in their own hands.
- c. English teachers should habituate English communication with students, whether in the classroom or on every opportunity they could afford. Students must be accustomed to reading the English language to achieve good readers predicate.

2. Suggestions for students:

- a. Students should be interested in studying English and know the benefits of the English language for their future.



- b. The second-year students of State Senior High School 5 Tapung should study and practice speaking harder in order to improve their speaking ability, particularly in the English club.
- c. Students should challenge themselves in learning and doing the tasks.



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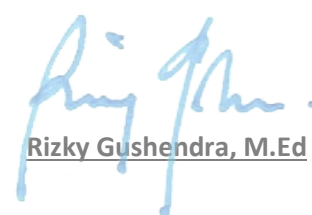


# RATER I

English Club							
No	Students	Fluency	Pronunciation	Grammar	Vocabulary	Total	Score
1	Student 1	4	3	4	5	16	80
2	Student 2	3	3	3	3	12	60
3	Student 3	5	4	4	4	17	85
4	Student 4	5	3	4	2	14	70
5	Student 5	4	3	4	4	15	75
6	Student 6	3	3	3	4	13	65
7	Student 7	3	3	3	3	12	60
8	Student 8	4	4	3	4	15	75
9	Student 9	5	3	4	4	16	80
10	Student 10	4	3	2	4	13	65
11	Student 11	4	3	3	4	14	70
12	Student 12	4	3	2	3	12	60
13	Student 13	4	3	4	4	15	75
14	Student 14	5	3	4	4	16	80
15	Student 15	5	3	4	5	17	85

Non- English Club							
No	Students	Fluency	Pronunciation	Grammar	Vocabulary	Total	Score
1	Student 1	3	3	3	3	12	60
2	Student 2	2	2	2	3	9	45
3	Student 3	3	3	3	3	12	60
4	Student 4	3	3	3	3	12	60
5	Student 5	5	3	3	3	14	70
6	Student 6	3	2	2	2	9	45
7	Student 7	3	2	2	2	9	45
8	Student 8	4	2	3	3	12	60
9	Student 9	3	2	3	4	12	60
10	Student 10	2	2	2	2	8	40
11	Student 11	3	3	4	3	13	65
12	Student 12	3	3	4	4	14	70
13	Student 13	3	3	2	2	10	50
14	Student 14	2	2	2	2	8	40
15	Student 15	2	2	2	2	8	40

## RATER I

  
Rizky Gushendra, M.Ed

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RATER II

English Club

No	Students	Fluency	Pronunciation	Grammar	Vocabulary	Total	Score
1	Student 1	4	4	4	4	16	80
2	Student 2	2	3	3	4	12	60
3	Student 3	4	4	4	5	17	85
4	Student 4	4	3	4	3	14	70
5	Student 5	4	3	4	4	15	75
6	Student 6	3	2	4	4	13	65
7	Student 7	3	3	3	3	12	60
8	Student 8	4	4	4	3	15	75
9	Student 9	4	4	4	4	16	80
10	Student 10	3	3	3	4	13	65
11	Student 11	3	4	4	3	14	70
12	Student 12	3	3	3	3	12	60
13	Student 13	3	4	4	4	15	75
14	Student 14	4	4	4	4	16	80
15	Student 15	4	5	4	4	17	85

Non- English Club

No	Students	Fluency	Pronunciation	Grammar	Vocabulary	Total	Score
1	Student 1	2	3	3	4	12	60
2	Student 2	3	2	2	2	9	45
3	Student 3	4	3	3	2	12	60
4	Student 4	3	3	3	3	12	60
5	Student 5	4	3	3	4	14	70
6	Student 6	3	2	2	2	9	45
7	Student 7	3	2	2	2	9	45
8	Student 8	4	2	3	3	12	60
9	Student 9	3	2	3	4	12	60
10	Student 10	2	2	2	2	8	40
11	Student 11	3	3	4	3	13	65
12	Student 12	3	3	4	4	14	70
13	Student 13	3	3	2	2	10	50
14	Student 14	2	2	2	2	8	40
15	Student 15	2	2	2	2	8	40

RATER II

  
Lumri Panjaitan, S.Pd.

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: Un.04/F.II.4/PP.00.9/12/2018  
: Biasa  
: -  
: *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 02 Januari 2018

Kepada  
Yth. Rizki Fiprinita, S.Pd., M.Pd.  
Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warhmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Miftahul Jannah

NIM : 11414203024

Jurusan : Pendidikan Bahasa Inggris

Judul : The Comparison on Students' Speaking Ability between English Club Member and Non-English Club Member at the Second Year of State Senior High School 6 Pekanbaru

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an. Dekan

Wakil Dekan I

Dr. H. Kusnadi, M.Pd.

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Hal : Permohonan Penggantian Judul Skripsi

Lampiran : -

Pekanbaru, 10 Januari 2019

Sehubungan dengan terdapatnya surat dari Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau

Sehubungan dengan surat, hormat,

Berama surat ini, saya bermaksud mengajukan permohonan revisi judul skripsi yang telah diajukan sebelumnya.

Nama : Miftahul Jannah  
NIM : 11414203024  
Konsentrasi Studi : Pendidikan Bahasa Inggris  
Dosen Pembimbing : Rizki Fiprinita, M. Pd  
Judul skripsi yang sebelumnya diajukan :

**THE COMPARISON ON STUDENTS' SPEAKING ABILITY BETWEEN ENGLISH CLUB MEMBER AND NON-ENGLISH CLUB MEMBER AT THE SECOND YEAR OF STATE SENIOR HIGH SCHOOL 6 PEKANBARU"**

Saya bermaksud merevisi menjadi :

**THE COMPARISON ON STUDENTS' SPEAKING ABILITY BETWEEN ENGLISH CLUB MEMBER AND NON-ENGLISH CLUB MEMBER AT THE SECOND YEAR OF STATE SENIOR HIGH SCHOOL 5 TAPUNG"**

Demikian surat pengajuan pergantian judul penelitian ini saya buat, sekiranya Bapak dapat mempertimbangkannya. Atas perhatian Bapak saya ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Menghormat,

Dosen Pembimbing

Rizki Fiprinita, M. Pd  
NIP.19620508 20090 2 009

Hormat saya,

Miftahul Jannah  
Nim. 11414203024

Ketua Prodi Pendidikan Bahasa Inggris

Drs. Samsi, M.H.Sc  
NIP.19630803 199303 1 003

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Un.04/F.II.4/PP.00.9/17961/2019

Pekanbaru, 11 Desember 2019

Biasa

Mohon Izin Melakukan PraRiset

Kepada  
Yth. Kepala Sekolah  
SMAN 5 TAPUNG  
di  
Tempat

Assalamu'alaikum warahmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : MIFTAHUL JANNAH  
NIM : 11414203024  
Semester/Tahun : XI (Sebelas)/ 2019  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Drs. Nursalim, M.Pd  
NIP. 19660410 199303 1 005

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PEMERINTAH PROVINSI RIAU  
DINAS PENDIDIKAN  
**SMA NEGERI 5 TAPUNG**  
Akreditasi B

Alamat : JL.Karosin KM.5 Garuda Sakti Kec.Tapung Provinsi Riau, Kode Pos : 28464  
E-mail : [smn5tapung@yahoo.com](mailto:smn5tapung@yahoo.com), No Telp : 085271792295  
NPSN : 69762781 NSS : 302140640008

**SURAT REKOMENDASI**  
Nomor: 421.3/SMANTPG/2019/186

Menindak lanjuti surat Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau Nomor: Un.04/F.II.4/PP.009/17961/2019 perihal pokok surat mohon izin melakukan riset.

Nama : Miftahul Jannah  
NIM : 11414203024  
Semester/ Tahun : XI (Sebelas)/ 2019  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Pada prinsipnya kami dari sekolah memberikan izin penelitian untuk mendapatkam data yang berhubungan dengan penelitian.

Pemberian rekomendasi ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Karya Indah  
Pada tanggal 16 Desember 2019  
Kepala Sekolah



**DR. SUHAIMI**  
NIP. 19680504 198908 1 001

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State Islamic University of Sultan Syarif Kasim Riau

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Un.04/F.II/PP.00.9/321/2020

Pekanbaru, 09 Januari 2020 M

Biasa

1 (Satu) Proposal

**Mohon Izin Melakukan Riset**

Kepada

Yth. Gubernur Riau

Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu

Satu Pintu

Provinsi Riau

Di Pekanbaru

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : MIFTAHUL JANNAH  
 NIM : 11414203024  
 Semester/Tahun : XI (Sebelas)/ 2020  
 Program Studi : Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Comparison on Students' Speaking Ability Between English Club Member and Non-English Club Member At the Second Year of State Senior High School 5 Tapung

Lokasi Penelitian : SMAN 5 TAPUNG

Waktu Penelitian : 3 Bulan (09 Januari 2020 s.d 09 April 2020)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor

Dekan



Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag  
 NIP.19740704 199803 1 001

Tembusan :

Rektor UIN Suska Riau

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State Islamic University of Sultan Syarif Kasim Riau





# PEMERINTAH PROVINSI RIAU

## DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU  
 Email : dpmptsp@riau.go.id

### REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/30468  
 TENTANG

#### PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI



1.04.02.01

Sebelumnya Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Peringatan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : UIN.44.11/PP.00.9/321/2020 Tanggal 9 Januari 2020**, dengan ini memberikan rekomendasi kepada:

1. Nama : **MIFTAHUL JANNAH**
2. NIM / KTP : **11414203024**
3. Program Studi : **PENDIDIKAN BAHASA INGGRIS**
4. Jenjang : **S1**
5. Alamat : **PEKANBARU**
6. Judul Penelitian : **THE COMPARISON ON STUDENTS SPEAKING ABILITY BETWEEN ENGLISH CLUB MEMBER AND NON-ENGLISH CLUB MEMBER AT THE SECOND YEAR OF STATE SENIOR HIGH SCHOOL 5 TAPUNG**
7. Lokasi Penelitian : **SMAN 5 TAPUNG**

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
 Pada Tanggal : 3 Februari 2020



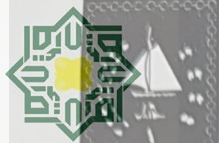
Ditandatangani Secara Elektronik Oleh:  
**KEPALA DINAS PENANAMAN MODAL  
 DAN PELAYANAN TERPADU SATU PINTU  
 PROVINSI RIAU**

EVAREFITA, SE, M.Si  
 Pembina Utama Muda  
 NIP. 19720628 199703 2 004

#### Tembusan :

#### Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



# PEMERINTAH PROVINSI RIAU DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553  
PEKANBARU

Pekanbaru, 06 FEB 2020

Kepada  
Yth. Kepala SMAN 5 Tapung

: 071/Disdik/1.3/2020/1658

: Biasa

: Izin Riset / Penelitian

di-

Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/30468 Tanggal 03 Februari 2020 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : MIFTAHUL JANNAH  
NIM : 11414203024  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Jenjang : S1  
Alamat : PEKANBARU  
Judul Penelitian : THE COMPARISON ON STUDENTS SPEAKING ABILITY BETWEEN ENGLISH CLUB MEMBER AND NON ENGLISH CLUB MEMBER AT THE SECOND YEAR OF STATE SENIOR HIGH SCHOOL 5 TAPUNG

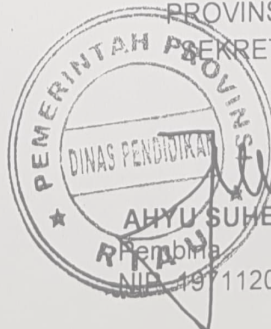
Lokasi Penelitian : SMA NEGERI 5 TAPUNG

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN  
PROVINSI RIAU  
SEKRETARIS



AHYU SUHENDRA, SE

NIP. 19711209 200012 1 006

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Tembusan:

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau





UIN SUSKA RIAU

KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
كلية التربية والتعليم  
**FACULTY OF EDUCATION AND TEACHER TRAINING**

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**LAMPIRAN BERITA ACARA  
UJIAN PROPOSAL**

MIFTAHUL JANNAH  
11414203024  
07 October 2019

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NO

URAIAN PERBAIKAN

1. Revise the background of the Problem
2. Revise the grammar
3. Revise the indicators based on speaking rubric
4. Add the reasons of choosing the research sample
5. Revise the samples of the research
6. Give more explanation about the technique of collecting the data

Penguji I

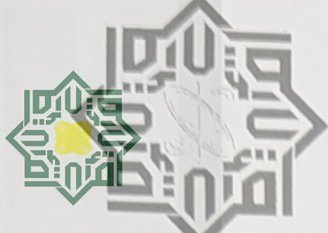
FAUZANA, S.Pd, M.Sc

Pekanbaru,.....  
Penguji II

Kurnia Budiyanti, M.Pd


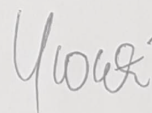
Note:  
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing






## PENGESAHAN PERBAIKAN UJIAN PROPOSAL


Nama Mahasiswa : Miftahul Jannah  
Nomor Induk Mahasiswa : 11414203024  
Hari/Tanggal Ujian : Senin / 07 Oktober 2019  
Judul Proposal Ujian : The Comparison on Students' Speaking Ability Between English Club Member And Non-English Club Member At the Second Year of State Senior High School 5 TAPUNG  
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Rizki Fauzana, M.Sc.	PENGUJI I		
2.	Kurnia Budiyantri, M.Pd.	PENGUJI II		

Mengetahui  
a.n. Dekan  
Wakil Dekan I

  
Dr. Drs. Alimuddin, M. Ag.  
NIP. 196609241995031002

Pekanbaru,.....  
Peserta Ujian Proposal

  
Miftahul Jannah  
NIM. 11414203024

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KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA

1. Jenis yang dibimbing

Seminar usul Penelitian

b. Penulisan Laporan Penelitian

2. Nama Pembimbing

: Rizky Fiprinita, M. Pd

a. Nomor Induk Pegawai (NIP)

: 19820508 20090 2 009

3. Nama Mahasiswa

: Miftahul Jannah

4. Nomor Induk Mahasiswa

: 11414203024

5. Kegiatan

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	06/02/2019	Cover		
2	03/04/2019	Chapter I		
3	12/06/2019	The Problems		
4	10/07/2019	The theoretical Concept		
5	24/07/2019	Operational Concept		
6	27/11/2020	Chapter IV - V		



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State Islamic University of Sultan Syarif Kasim Riau



## CURRICULUM VITAE

Miftahul Jannah, the third daughter from Mr. H. Erizon and Mrs. Hj. Jasnidar, was born in Tanjung Sawah, July 27<sup>th</sup> 1995. She lives at Taman Karya, Pekanbaru, Riau. In 2007, she was graduated from Elementary School of 014 Muara Jalai and continued her study at Daarun Nahdha Thawalib Boarding school Bangkinang. In 2011, she finished her study at State Junior High School Daarun Nahdhah Thawalib Bangkinang and continued her study at State Vocational High School Daarun Nahdhah Thawalib Bangkinang and she was graduated from State Vocational High School Daarun Nahdhah Thawalib Bangkinang in 2014.

In 2014, she was accepted become one of the students in English Education Department, Faculty of Education and Teacher and Training of State Islamic University of Sultan Syarif Kasim Riau. On July 2017, she was doing KKN (Kuliah Kerja Nyata) in Pangkalan Kuras, Pelalawan. Then she was doing Pre-Service Teacher Training Practice at State Senior High School 5 Tapung, Kampar.

Finally, she followed Final Examination of her thesis entitled “ The Comparison on Students’ Speaking Ability Between English Club Member and Non-English Club Member Of The Secon Year At State Senior High School 5 Tapung”

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